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ABSTRACT

Intended for parents, the booklet (part of a 10 booklet series on talented and gifted education) discusses the gifted preschool child. An initial section considers how learning processes are broken down by developmental specialists. The use of questioning strategies with a gifted child is presented as an important parenting skill. A developmental scale is provided to help determine how the child's abilities compare with the range of "normal." The question of preschool testing is considered, along with television and companionship with other gifted children. Some ideas for types of developmental activities both in and out of the home are presented, with emphasis on making use of commonplace situations. Also discussed are low cost items to make for the child, and ideas for selection of games, toys, and experiences, with a checklist for evaluation. A list of related reading matter for both the gifted children and their parents is provided along with a list of sources of information on the talented and gifted. (DLS)

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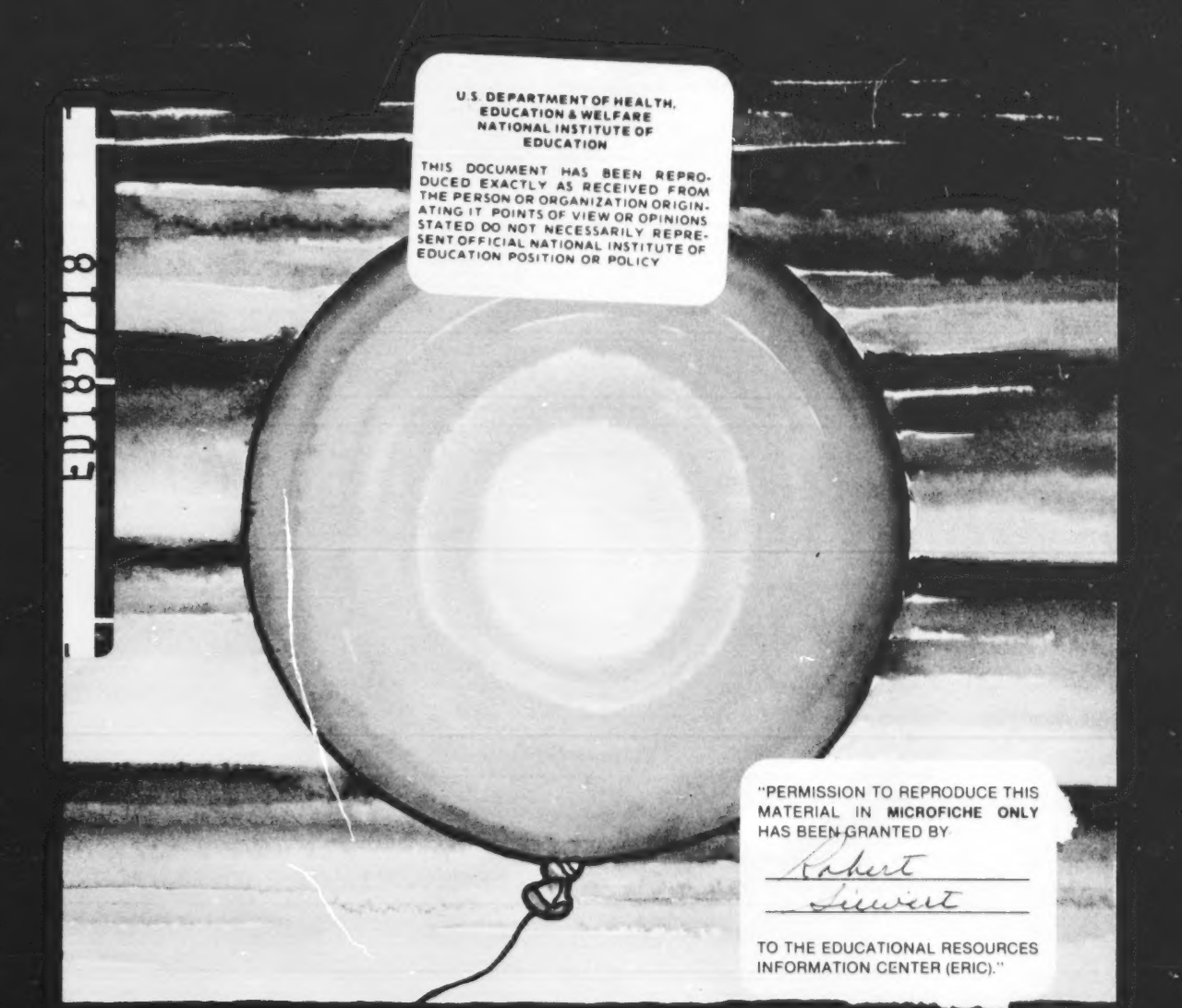

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The Gifted Preschool Child

THE GIFTED PRESCHOOL CHILD

Gail Horner
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This series was cooperatively developed by the following: Project Director - Robert Siewert, Specialist, Talented and Gifted Programs, Oregon Department of Education, Salem, Oregon; Project Coordinator - Carleen Matthews, Northwest Regional Educational Laboratory; Series Editor - Candy Withycombe; and Richard Arends, University of Oregon.

Oregon Association for Talented And Gifted

Oregon State DEPARTMENT OF EDUCATION

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FOREWORD

The precocious preschool child may be curious, independent, joyful, humorous, full of questions, and full of ideas and fantasies. This same child may be a collector, an innovator, a leader and a loner. Preschool children each displays some or all of these characteristics during the early years. The gifted child, however, possesses these characteristics to a more intense degree. If skills and abilities develop earlier than expected, it may be an indication of giftedness; however, it's not the only indicator.

The joy of learning about anything and everything appears early, and can last a lifetime, if the child develops a positive attitude about him or herself, and is encouraged to seek knowledge and independence. The first teacher a child has is the parent. Parents may know their children as well as anyone ever will, and can use the first years together to foster intellectual and creative growth. This one-to-one contact is invaluable for learning, prior to formal education.

Possibly the single most important fact to bear in mind is that the gifted child is both a child and gifted. Children won't be, and don't have to be gifted every waking moment. There must be time for childish things such as lying on their backs and looking at the clouds or the ceiling. Children all need to splash in a puddle, build a dirt road or watch a bug. Gifted children are usually creative children. It's hard to be creative on demand. If a parent places great pressure on the gifted child to creatively perform on demand it may cause great difficulty in the

parent-child relationship. Fulfilling a parent's lost dreams can be quite a burden for any youngster.

This booklet offers a section dealing with children's development in each area of their skills. A developmental scale is attached in order to help you determine where your child's abilities compare with the range of "normal."

Included are some ideas for types of activities both in and out of the home, with emphasis on making use of commonplace situations. Many of these types of situations and experiences are occurring each day in your home. Also discussed are low cost items to make, and ideas for selection of games, toys and experiences, with a check list for evaluation.

The booklet attempts to reinforce what you probably already know. Keep in mind that each child is different and all suggestions will not work with all children. This doesn't make you or your child a failure.

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A CHILD'S DEVELOPMENT OF LEARNING SKILLS ACCORDING TO EXPERTS

A short look at how learning processes are broken down by developmental specialists can help us understand the child's developmental stages.

COGNITION----------

Cognition is the process of knowing, or the capacity for knowing. Through cognitive growth, knowledge, skills and abilities are gained. A child's knowledge and skills develop through exploration of his or her surroundings. Cognition may be divided into physical knowledge, social knowledge, logical knowledge and representation. The first three areas will be covered briefly in this booklet.

Physical knowledge is developed as the senses are used. It includes learning through experimentation what objects are made of, how they are used and what can be done with them.

- The kitchen is full of smells to experience. Spices, soaps and pantry items are examples. The bathroom has many smells. There are many smells experienced outdoors.

- A child's world is a world of things to touch and taste. Consider how identification and discussion of fabrics, papers, and food help the learning processes of a toddler.

- To identify different sounds and their causes is the development of the hearing aspect of physical knowledge.

- Take a close look at a peach or a teddy bear to see all the parts and their make-up, through the eyes of a child.

Each encounter in a very young child's life is supplementing the acquisition of physical knowledge. A parent further builds on this learning process by asking the general questions: Why? What else does this? What if? and How? Gifted children respond to this challenge and develop the habit of looking further into each new experience to learn more than what is immediately obvious.

Social knowledge occurs as children learn their responsibilities to themselves, their family and the community. This includes the development of "manners." Learning about others' jobs and responsibilities within society are part of social knowledge.

Logical knowledge becomes apparent as a child begins to apply logic to what he or she is learning. It is generally divided into five subparts.

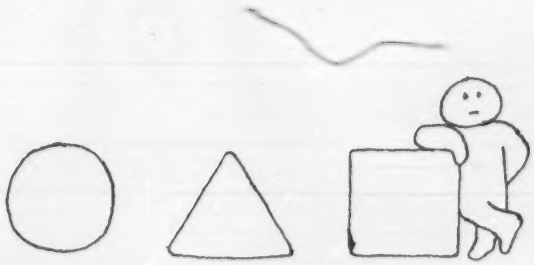
- Classification is the process of grouping objects together. When a child helps with the household chores such as sorting laundry, setting the table, putting toys into their groups and places, this is using classification skills.

- Number concepts are realized when John notices that Mary has more milk in her glass, or that there are three girls who have brown hair and only two with black hair.

- Noticing their own heights and weights as compared to others, or foot sizes, or ages of family members are examples of seriation. A baby plays with a nesting toy, placing small barrels inside of larger barrels and is developing this logical knowledge. Oldest/newest, lightest/darkest and softest/hardest are other examples.

- Spatial knowledge is apparent when the toddler understands an object's position in space, with terms like "over," "under," "around," "behind," and "next to." Gifted children often use more technical vocabulary for these terms, such as "diagonal," "adjacent," "left of," "to the right," and "directly over."

- Understanding time and temporal relationships is demonstrated by the concepts of fast/slow, how long and when. How long does it take to run to the corner? How long does it take to walk to the corner? What happens after your bath? How does a seed grow into a plant?



QUESTIONING STRATEGIES

The use of questioning strategies with a gifted child is a tremendously important parenting skill. One of the best tools in working with the gifted child is known as Bloom's Taxonomy. Using this method greatly helps the child expand knowledge and capabilities and to extend thinking beyond the obvious first answer.

Various levels of thinking, ranging from the specific to the more abstract are developed in using the taxonomy. Bloom's levels of thinking include:

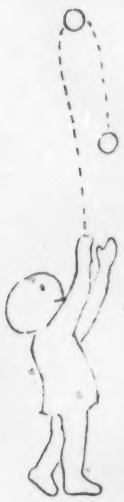
- o Knowledge; ability to recall facts and definitions
- o Comprehension: understanding, describing and comparing
- o Application: finding the right answer
- o Analysis: finding the whys and ifs
- o Synthesis: using these findings to solve, predict and change
- o Evaluation: learning to judge and form opinions

Whether through special training or by the parent's own instincts, when Bloom's questioning techniques are acquired and applied with a gifted child, they strengther confidence in the ability to meet the gifted child's

needs. Both the parent and child benefit from the use of these techniques.

Some examples of questioning strategies follow. These examples use the taxonomy to stimulate thought and learning. The thinking levels are in parentheses.

Susie seemingly was intent on distracting her mother from the household chores. She persisted in asking questions and sharing the following dialogue with her mother:



Susie: "Why does the ball come down when I throw it?" (recall)

Parent: "That's caused by gravity. What do you think that means?"

Susie: "That things come down." (understanding, describing)

Parent: "Yes. All things are pulled down to the ground by gravity. What else can you think of that comes down?"

Susie: "Toys, rocks and leaves." (Application - find the answer)

Parent: "That's right. What comes down from black clouds?"

Susie: "Rain, snow and hail." (finding the answer)

Parent: "Can you think of what would happen if things didn't come down? What if there were no rain or snow?" (to solve, predict)

Bob had a question about everything he saw or did. The following questions occurred in conversation:

"Where does ice cream come from?"

"Do you think it comes from the store?"

"Yes, but they get it somewhere else." (recall)

"That's right. What's in ice cream? Where does milk come from?" (recall)

"What happens after it leaves the cow?" (recall and describe)

"What gives it its taste?" (find the answer)

"What makes it solid instead of runny? (find answer and analyze)

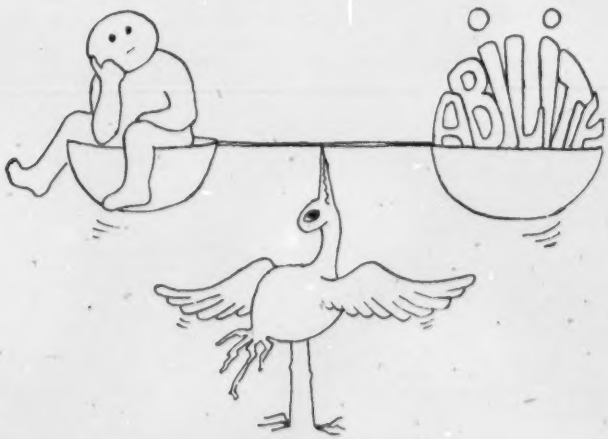
"What would you like to add to change its taste or color?" (analyze, solve, and change)

When you ask a child to think of another way to make ice cream, don't be surprised if the child wants a cow eating lollipops in the freezer. Gifted children often have a delightful sense of humor.

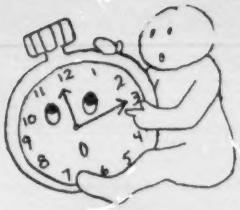
These examples can be used for almost all questions and are enlightening to both parents and children. Parents of gifted children needn't feel pressured to know all the answers. None of us does, but we all can learn. The old standbys, the dictionary and the encyclopedia, give the opportunity for learning and questioning together.

DEVELOPMENTAL SCALES

Those who have spent years studying and observing children from birth through adolescence have developed scales which help in evaluating development. These show expected ages, within the range of "normal," when skills and abilities are observed in children. Attached is the Boyd Developmental Progress Scale. It is meant only as a tool to help parents understand developmental milestones, evaluate their children's abilities and keep chronological description of their child's specific development. The scale is not intended to be used as a parent teaching guide. If a child performs many tasks significantly sooner than the range of "normal," one-thir to one-fourth, parents have reason to suspect the child i gifted. Being late does not always preclude giftedness. Einstein was a "dreamer" who didn't read until he was seven.



TESTING



Often, parents of children who have displayed early signs of giftedness consider preschool testing for the child. There are many opinions regarding testing and there is no right or wrong answer to this question.

It is important to determine the parent's own reason for wanting this testing. Do parents want to receive help and guidance in raising a gifted child and in further developing the gifts? Is the gifted child to be used for bolstering parents' egos about their own intelligence?

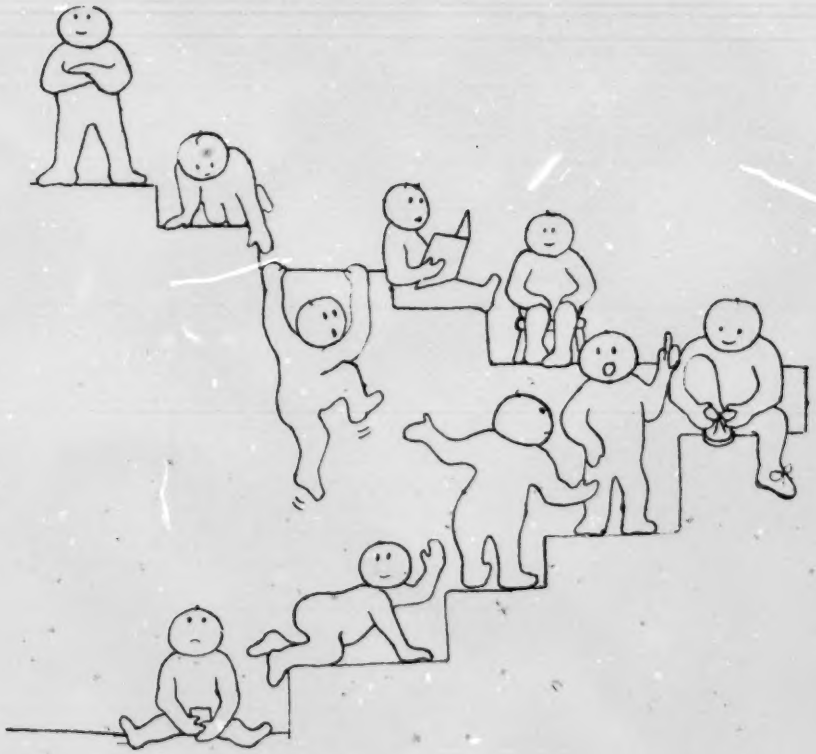
Testing results on young children are not always reliable, due to the many uncontrolled variables. Test results can vary widely on individual children. Testing at three may show very different results than testing the same child at eight.

If parents are interested in preschool testing for early entrance to school, contact the local school district for further information. Testing may also be done by a private counseling service or testing services located at colleges and universities.

Whatever the decision regarding testing, both educators and psychologists alike affirm the need for parents to keep an accurate chronological record of the child's development. In this way, abilities may be compared to the range of "normal" according to developmental milestones. Refer to the Boyd Scale for examples of these milestones like sitting, crawling, walking, toilet training, talking, tieing shoes,

reading and telling time. Bringing this list when the child is being tested, or enters kindergarten or first grade provides examples why the parent feels the child is gifted.

Most parents do know when their children are gifted and will be listened to by understanding educators. Studies have shown that parents of young children are highly accurate in their predictions of their young children's giftedness.



EVERYDAY HAPPENINGS

If a special attempt is made to encourage a child to take his or her thought processes a few steps beyond the obvious, a whole world of learning opens to both the youngster and the parent.

Many parallels can be drawn between nature and personal experiences. Below are examples with the types of knowledge developed in parentheses.

Cooperation between family members benefits both participants.

> "If you cooperate and pick up your toys, there will be time to read a story or play a game." "How do animals cooperate? The rhinoceros and the bird are good friends. The rhino needs the bird to help because he has poor eyesight. He can't see danger coming. The bird uses the rhino to stir up the insects in the grass for him to eat. How does each one help the other? The bird uses the rhino to provide food, while the rhino uses the bird to give him early warning of danger." (Social and logical knowledge)

A simple magnet can lead to fascinating activities and discussions.

> "What types of metal does it attract? Can you find more of those things in our house? What else is it good for? With its north and south poles it makes a compass to guide the ships at

sea." From there it's a quick trip to the globe and a make believe ship at sea. (Classification, analysis, evaluation and synthesis)

Many gifted children can be introduced early to the concept of "tiny bits and pieces that make the whole," i.e., skins, trees, liquids and gases. This makes the discussion of cells or molecules simple when explaining other concepts like what makes steam.

Take a moment to really examine the Halloween pumpkin. What different parts make the pumpkin? Skin, stem, pulp, seeds and the air inside. How many different types of cells are there? What is made from pumpkins? Which parts feel the hardest and why should they be that way? (Physical knowledge, classification, analysis, evaluation)

Continue to stimulate the very young child's language by talking about everything in the world surrounding the child. Frequently children read early with the assistance of programs like Sesame Street and the Electric Company. There are ways to continue to stimulate language development, and one idea follows:

Consider using the items around the house to make a hands-on book just for Jerry or Jennifer. With square scraps of fabric sewn into book form, use glue to attach everything from bubble gum to zippers. Use buttons, paper clips, combs, macaroni, rubber bands, pencils and whatever your child suggests. They can be loosely arranged into groups of food, things that are used when writing, fasteners, and danger items such as matches (tips removed, please). Then take some pleasant time with a toddler on your lap and practice new words while

feeling new objects. (Physical knowledge, classification and analysis)

A mechanically minded, well-coordinated preschooler can find hours of fun taking objects apart and then reassembling them. This may include puzzles, clocks, chairs, clothing, and jars and lids to name just a few examples. (Classification, numbers, seriation, spatial and analysis)

All of these suggestions are things which can be done with a minimum of expense and a maximum of pleasure for you and your child.

OUTSIDE THE HOME

A short shopping trip to the market or shopping center can be a fun learning experience. Maria can be given the challenge of calculating the cost of three 24¢ ice cream cones and the amount of change back from a dollar. Then she can pay the cashier. She can be asked for her own thoughts on how to create the display signs in a different way.

A grocery store might teach all sorts of interesting things while developing Chico's ability to classify items into groups.

> "Which row has the things made of flour? Where is the cereal? Can you find the Cheerios? We need some onions. Can you help me weigh two pounds of white onions?"

All of these simple experiences give parents and children the opportunity to share a learning experience while challenging youngsters. If children are challenged in this way, it may also keep their thoughts away from the candy and toys.

Although too much singularly directed stimulation can limit a young child's ability to understand and enjoy other fields, there are children who are so gifted in a particular area it may be necessary to find a mentor for the child. A mentor is another adult with those specific talents that will help nurture the child and the child's talents. Industrial firms and manufacturers often offer specific information through mentor programs. A call to these local experts might find such a mentor. Interacting with a professional and using his or her suggestions and ideas can be helpful. The mentor must truly enjoy working with children in addition to being highly talented in his or her specific field or area.

NEW AND DIFFERENT PLACES

Gifted preschool children often love learning through exposure to new and different places. There are museums, historical sites, industrial tours and educational societies which offer programs for children with particular interests.

A real help when taking a gifted child on a tour or field trip is to have a good plan. Decide what you are interested in seeing and learning. Make a mental or paper list of discussions which may be involved with these experiences. After the trip, take time to discuss what was learned and how they relate. Some example sites and questions follow.

- o A gravel pit. What is gravel used for and why are different sizes needed?
- o The zoo. How are bears like us and how are they different? What other animals are like bears and how?

- o The bakery. Can you think of another way to make bread? What makes it taste like it does?

- o On a farm. Why did the pioneers use horses instead of tractors to plow their fields? What happens to the grain after it leaves the field?

Contact the local library for information about museums and public agencies such as the Forest Service; and private societies like environmental groups and the Audubon Society, for special interests.

COMPANIONSHIP WITH OTHER GIFTED CHILDREN

Gifted young children derive much benefit from being with others like themselves. This contact may help the child to enjoy another point of view and help in other important ways. Through the companionship between two gifted children, each child may learn that he or she is not really so different from other children.

Gifted youngsters many times are faced with the problem that children their own chronological age are not their mental age, and don't share interests with them. This may create feelings of being the "outsider" or not belonging. It may be reinforced by childish put-downs by their peer group. Interestingly, even older gifted children seem to enjoy the company of younger children like themselves and may develop a special rapport when they identify with those qualities inherent in gifted children.

A play group on a regular basis is a great idea. Parents can visit and share their books and materials along with concerns unique to parents of gifted children. Bright young children can enjoy others who find pleasure in a game beyond their years or who share similar interests. Playing with other gifted children may open new vistas for each child, and at the same time provide the play and relaxation so necessary for all children.

Contact the school or local talented and gifted parent support group for help in meeting other families with gifted children.

TELEVISION

There are many programs which can provide excellent learning materials for a young child. By monitoring and limiting the TV watching time, both children and parents can enjoy the results. Local public broadcast systems carry many interesting programs as do other channels with their specials and family shows. Even the most "simple" shows can be gently turned into thinking experiences by the questions asked and the discussions following them.

The same questioning techniques used in conversation may be applied to books and to television. A bit of talk about the why's, where's and if's can give much food for thought to a preschooler.

- "If Red Riding Hood found an elephant instead of a wolf, what might have happened?"
- "What did you see that was different about that country as compared to our country?"
- "What would you look for if you went to the moon?"
- "What was really silly about the rock falling on the mouse's head?"

These questioning strategies prepare your child for formalized learning, help extend thinking and thus enable the gifted child to benefit most from future schooling.

THE MOST FOR YOUR MONEY

All parents spend some money on learning activities for their children, and it can be spent well to provide both fun games and learning tools at the same time. When entering the toy store, some questions will help in making better choices.

- How is the game used? Does it involve physical, mental or social development skills?
- Does the toy provide for the child's thinking, or is it limited in what it can be used for? The only learning available from some toys is in "wrecking" it to see what makes it work.
- Does it exercise the mind to use strategy and sequencing skills like checkers, chess and card games, to name a few.
- Does the toy or game allow for the child's creativity and construction like blocks, Lego and Tinker Toys do?
- Does the toy or game allow the child's problem solving, looking for a specific answer like "Lil Professor," "Mastermind," "Battleships" or "Yahtzee" do? These reinforce many skills concurrently.
- Does the game provide fun for the child in the particular field of interest?

- Does the toy or game introduce the child to a new concept or interest and thus broaden vistas?

A young child's understanding of a new game and the enjoyment derived from that game depend initially on parents playing the game with him or her In this way, the child grasps the objectives, the challenge, and will be able to enjoy playing independently or with others.

FOR THE PARENT

Having a gifted child can be such a pleasant experience! The child can be a joy to work with, but sometimes you might feel overwhelmed and inadequate to meet the challenges. An important primary step is taken when you recognize the "differentness" and accept that different actions and reactions are normal for the gifted child. The youngster who is testing your patience with persistent questions and actions is often just expressing frustration and showing the need to be challenged, stimulated and supervised. Special efforts should be made not to compare your gifted child with other less gifted sisters or brothers.

We, as parents, must establish our priorities regarding the time and money we can spend with this special child. Don't become caught in the trap of feeling guilty when a reasonable limit is reached. The gifted child is only one member of the family and should not have his or her needs put first or last in importance, but kept in balance within the family structure. Making time and/or expense of a "quality" type rather than "quantity" is the most important thing parents can do. There are only so many hours in a day, and possibly other children in the family. To pave the way for a happier, well adjusted child, it is of real benefit to the whole family to determine early what personal limitations might be.

The intent of this booklet has been to help you as a parent to realize your capabilities and strengthen your confidence in dealing with your wonderful and gifted child. Hopefully it has helped clarify some of your

thoughts and line of action; reassured you that you are in control of the situation through your abilities, love and concern; and given you some helpful ideas.

A list of suggested readings and sources of information follow. The Appendix contains the Boyd Developmental Progress Scale.

A PARTIAL BOOKLIST FOR PRESCHOOL CHILDREN

Let's Read and Find Out series edited by Roma Gans and Franklyn M. Branley from Thomas Y. Crowell, 10 East 53rd Street, New York, New York 10022.

Included in the series, are the following:

My Five Senses
The Skeleton Inside
High Sounds, Low Sounds
Oxygen Keps You Alive
What Makes Day and Night
What the Moon is Like
A Tree is a Plant
Birds at Night
Birds Eat and Eat and Eat
It's Nesting Time
Ducks Don't Get Wet
Spider Silk
What I Like About Toads
Bees and Beelines
Why Frogs are Wet
A Baby Starts to Grow
How a Seed Grows
A Drop of Blood
Follow Your Nose
Hear Your Heart
How You Talk
Look at Your Eyes
Use Your Brain
What Happens to a Hamburger
Your Skin and Mine
Straight Hair, Curly Hair

Technical information and concepts about the body and how it works, night and day, animals, insects and plants, written in language that can be understood by small children. This series might be purchased locally. Two sources in Portland are The Skidmore Village Bookstore in Old Town, and A Children's Place on 16th and N.E. Broadway.

Arts and Crafts You Can Eat, Vicki Cobb, J. B. Lippincott Company, Philadelphia.

This includes instructions for edible art like stained glass windows and pretzel snakes.

Kids are Natural Cooks, The Parent's Nursery School, Houghton Mifflin Company, Boston.

An exciting cookbook which is divided into seasons of the year, and projects using the foods that grow naturally during that time period. All of the recipes are child-tested.

Crunchy Bananas and other Great Recipes Kids can Cook, Barbara Welms, Sagamore Books, Salt Lake City and Santa Barbara.

Creatively written book, filled with great recipes and much exciting information about where we get food and special cultural recipes.

A Child's Cookbook, Bev Veitch, 656 Terra California Drive #3, Walnut Creek, California 94595.

This book shows all of the recipes in pictograph form.

Charlie Needs a Cloak, Tomie DePaola, Prentice-Hall, Englewood Cliffs, New Jersey

Simple text and pictures show how wool becomes cloth for clothes.

The Flying Patchwork Quilt, Barbara Brenner, Addison-Wesley Publishing Company, Reading, Massachusetts.

Ellen uses an old patchwork quilt to help her fly. It does, and then she can't get down.

Corduroy, Don Freeman, The Viking Press, New York.

A stuffed teddy bear in a department store wants to be purchased and taken home. He almost abandons hope of finding a real home, and then...

Lion, William Pene du Bois, The Viking Press, New York.

This is a Caldecott Honor Book about an animal factory high in the clouds where winged artists invent new animals.

The Lollypop Factory and Lots of Others, Mary Elting, Doubleday and Company, Garden City, New York.

This is a picture book through all kinds of factories.

William's Doll, Charlotte Zolotow, Harper and Row, New York.

William's heart is set on a doll, and his grandmother buys him one.

Recycle Notes, The Resource Center, Children's Museum, The Jamaicaway, Boston.

Making toys and games from throwaway materials.

The Toy Book, Steven Carey, Workman Publishing Company, New York.

Fifty toys to make from simple materials. Some can be made by very young children.

Born in a Barn, Elizabeth and Klaus Geinming, Coward, McCann and Geoghegan, New York.

Photos and narrative about animals born on farms.

The Sights and Sounds of Flying, Henry Humphrey, Little Brown and Company, Boston.

Black and white photos showing parts of the plane, instruments, what the pilot sees. With a stereo record.

Houses Around the World, Louise and Richard Floethe, Charles Scribner's Sons, New York.

Simple text and pictures showing how materials used in a building are related to climate, lifestyle and materials available.

If I Built a Village, Kazue Mizumura, Thomas Y. Crowell, New York.

A child playing with building blocks thinks about what he would have in his village.

Any of Tana Hoban's magnificent series published by the MacMillan Company, New York. Titles include:

Circles, Triangles and Squares
Count and See
Look Again
Over, Under and Through
Push Pull, Empty Full
Shapes and Things
Dig, Drill/Dump, Fill

Green Fun, Maryanne Gjersvik, The Chatham Press, Inc., Riverside, Connecticut.

Super book about "magical" ways plants can be used.

Charlie Brown's Super Book of Questions and Answers, Hedda Nussbaum, Ed., Random House, New York, 1976.

In the format of an encyclopedia, with illustrations, this book provides thorough answers to such questions as "Why do cats' eyes glow in the dark?"

BOOKS ABOUT PARENT-CHILD RELATIONS AND CHILD DEVELOPMENT

Beadle, Murial. A Child's Mind: How Children Learn During the Critical Years from Birth to Age Five. New York: Anchor Books, 1971.

Subjects covered included language, learning, intelligence, creativity and giftedness.

Beck, Joan. How to Raise a Brighter Child. New York: Trident Press, 1967.

Stresses the importance of preschool learning. Imaginative means by which parents may encourage development of child's intellectual and creative powers.

Carew, J. V., Chan, I., and Halfar, C. Observing Intelligence in Young Children: Eight Case Studies. Englewood Cliffs, New Jersey: Prentice Hall, 1976.

Studies of intellectual and social development of children from different backgrounds.

Coffry, K., Ginsberg, G., et al. Parents Speak on Gifted and Talented Children. N/S-LTI-G/T.

Delp, J. L., and Martinson, R. A. A Handbook for Parents of Gifted and Talented. N/S-LTI-G/T.

Gordon, T. P.E.T.: Parent Effectiveness Training. New York: New American Library, 1975.

Techniques for improving family relations. Many communities have courses available.

Jackson, N. E., Robinson, H. B., and Dale, P. S. Cognitive Development in Young Children. Monterey, California: Brooks/Cole Publishing Company, 1977.

A guide to understanding three to eight year olds' development, attention, memory and logical thinking.

Khatena, Joe. The Creatively Gifted Child; Suggestions for Parents and Teachers. New York: 1978.

Outlines methods of identification, stages of development and gives many ideas on creative exercises. Deals with some of the problems encountered and ideas for prevention and counseling.

Grost, A. Genius in Residence, New Jersey, Prentice-Hall, Inc., 1970.

The story of a true genius child who entered university life at age 12. The joys, frustrations and adjustments encountered. (Entertaining and interesting reading.)

Renzulli, J., Abraham, W., et al. Gifts, Talents and the Very Young. N/S-LTI-GT.

Strang, R. Helping Your Gifted Child. New York: E. P. Dutton and Co., Inc., 1960.

Large section on the gifted preschool child including chapters on what to expect, guidance, detrimental conditions, pro and cons of nursery school and much more.

MAGAZINES FOR CHILDREN

Highlights for Children. Eleven issues per year. 2300 West Fifth Avenue, P.O. Box 269, Columbus, Ohio 43216.

Ranger Rick's Nature Magazine. Ten issues per year. 1412 16th Street N.W., Washington, D.C. 20036. Published by the National Wild Life Foundation.

Cricket. Six issues per year. Walnut Lane, Boulder, Colorado 80201.

National Geographic World. Department 00976, 17th and "M" Street N.W., Washington, D.C.

MAGAZINE FOR PARENTS

Gifted/Creative/Talented Children. Five issues per year ($9.00). P.O. Box 66654, Mobile, Alabama.

This is a beautifully done, super magazine all about gifted, creative and talented children. We recommend it strongly, for parents.

A catalog of learning materials, games, puzzles, etc., is available from:

The Learning Resource Center, Inc., 10655 S.W. Greenburg Road, Beaverton, Oregon 97005. Phone: 639-6112.

SOURCES OF INFORMATION ON TALENTED AND GIFTED

Association for the Gifted (TAG)
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Bob Siewart, Specialist for Talented and Gifted
Rod Meyer, Center for Program Coordination
Oregon Department of Education
Salem, Oregon 97310

ERIC Clearinghouse on Handicapped and Gifted
1920 Association Drive
Reston, Virginia 22091

National Association for Gifted Children (NAGC)
217 Gregory Drive
Hot Springs, Arkansas 71901

National/State Leadership Training Institute on Gifted/Talented
316 West Second Street PHOC
Los Angeles, California 90012

Office of Gifted and Talented, USOE
Room 2100
7th and D Street S.W.
Washington, D.C. 20202

Oregon Association for Talented and Gifted (OATAG)
P.O. Box 930
Beaverton, Oregon 97005

APPENDIX

BOYD DEVELOPMENTAL PROGRESS SCALE

AGE ____ ____ ____

MOTOR SKILLS

8	6 mos.	1	18 mos.	2
Follows object	Takes two cubes	Builds tower of 2 blocks	Builds tower of 4 blocks	Builds bridge of 3 blocks
Rolls over	Sits without support	Walks alone	Walks upstairs	Cuts with scissors
Grasps object	Walks holding on	Walks backwards	Jumps	Balances on 1 foot 1 sec.
Bears weight	Stands alone	Stoops and recovers	Throws overhand	Rides tricycle
Transfers objects	Pincer grasp	Scribbles	Imitates line	Copies circle

COMMUNICATION SKILLS

8	6 mos.	1	18 mos.	2
Responds to bell	Says—mama, dada	Plays ball	Show-mouth, eyes, hair, nose 1/4	Show-mouth eyes, hair nose 4/4
Babbles	Imitates Sounds	Uses 3 to 5 words	Block-on table to me; on floor 2/3	Block-on, under, front back 2/4
Follows person visually	Responds to no-no, bye-bye	Indicates specific wants	Combines words	Uses plurals
Smiles	Hesitates with strangers	Mimics chores	Brings objects on request	Gives full name
Turns to whisper	1 Word—not mama, dada	Solitary play	Parallel play	Cooperative play

SELF SUFFICIENCY SKILLS

8	6 mos.	1	18 mos.	2
Head upright and steady	Drinks from cup with help	Feeds—scoops with spoon (or fork)	Discriminates edible substances	Feeds—uses fork to spear
Recovers toy from chest	Uncovers face	Chews food	Unwraps candy or gum	Blocks—give "just one"
Reaches for objects	Works for toy	Drinks without help	Solves pellet bottle	Washes, dries own hands
Occupies self, unattended	Pulls self upright	Opens closed doors	Goes about house	Avoids danger—street
Feeds self cracker	Gets to sitting position	Removes clothing	Puts on some clothing	Gets own drink

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3	4	5	6	7	8
10 pellets in bottle 30 sec.	Catches ball, bounced 2/3	10 pellets in bottle 20 sec.	Rides bicycle	Arranges material neatly	
Alternates downstairs	Cuts—follows simple outline	[1]Prints first name	[1]Prints full name	Cuts round outline well	
Balances on 1 foot 5 sec.	Balances on 1 foot 10 sec.	Builds steps of 6 blocks	[1]Prints 1-20 few reversals	[1]Prints 1-20 no revs. 1/2 inch	
Hops on 1 foot	[2]Draws Man 4 parts	[2]Draws Man 6 parts	[2]Draws Man 9 parts	Writes full name (cursive)	
Copies cross	Copies square	Copies triangle	Copies vertical diamond	Constructs objects/cooks	

[1]On back of drawing sheet [2]On back of this sheet

3	4	5	6	7	8
[2]What do we— 6/7	Made of-car window, dress 2/3	Made of-fork door, shoe 3/3	[2]Names animals 1 min. 9	Names days of week	
Block-on, under, front, back 3/4	[2]Completes analogies 2/3	[2]Definitions 6/9	Alike—boat/airplane; hat/shoe 1/2	Tells own address	
Do—tired, cold, hungry 2/3	Do—cross street	[3]Reads .5 grade level	[3]Reads 1.5 grade level	[3]Reads 2.5 grade level	
Show—"longer" 3/3 or 5/6	Show—"smoother" 3/3 or 5/6	Show—R-ear L-eye, R-leg L-arm 4/4	When—breakfast, bed, afternoon 3/3	Show—upper R, lower L; middle 3/3	
Separates—without fuss	Tells age	Plays competitive games	Answers phone-takes message	Plays organized group games	

[2]On back of this sheet [3]Use WRAT

3	4	5	6	7	8
Feeds—cuts with fork	Brushes own teeth	Names—penny, dime, nickel 2/3	Spreads own bread	Cuts own meat (knife)	
Counts-2 blocks/pellets 2/2	Counts—4 and 3 blocks 2/2	Counts—10 and 8 blocks 2/2	Solves—2+1, 3+2, 5-1 2/3	Solves—8+6, 9-5, 7+4 2/3	
Ident.—blue, yellow, red, green 3/4	Washes own face	Blows own nose	Bathes self, complete	Buys with money	
Cares for self at toilet	Goes about within block	Goes about, crosses streets	Goes to bed unassisted	Tells time, quarter hour	
Dresses without help	Buttons-correct, complete	Errands outside home	Ties own shoes	Grooms self	

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Oregon Series on Talented & Gifted Education

- Identifying the Talented and Gifted
- Administering Policy for Talented and Gifted
- Talented and Gifted Education Policy
- Parenting Gifted Children
- Organizing a Parent Support Group for Talented and Gifted
- Talented and Gifted School Programs
- The Gifted Preschool Child
- Characteristics of Talented and Gifted Children
- Who Is Gifted?
- Counseling Your Gifted Child

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